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ABSTRACT

The concern of educational and political leaders as to the extent and nature of impact made by Institutional Manpower Development and Training Act (MDTA) programs provided the basis for the study. The research report describes the degree of influence that the MDTA programs had on vocational and technical education in the State of Mississippi 1970-73. Thirty-five persons involved in vocational education were interviewed to obtain data which would contribute questions and answers to the focal point of the study. The data were analyzed within 10 categorical segments: outgrowing vocational education programs; the effect of manpower curricula and industrial training methods; obtaining necessary equipment and facilities; services to disadvantaged persons and the open entry--open exit policy; information on administrators, teachers, and students who went on to other vocational education programs or positions; information on the "start-up" policy; the effects of the MDTA stipend and the GED; years of most and least influence on other programs; influence ratings and state of Manpower training; and successful techniques used in industry. Overall, institutional MDTA programs were thought to have a moderately positive degree of influence upon other vocational education programs. The survey instrument and response data are appended. (VA)

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The Impact of Institutional Manpower Development and Training Act Programs on Vocational and Technical Education in the State of Mississippi

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ABSTRACT

This research study was prepared and conducted by the Department of Research and Human Development of the University of Southern Mississippi. The overall purpose of the study was to ascertain the degree of influence of Manpower vocational education programs upon other vocational education programs in the state of Mississippi during the 1970-73 period. A questionnaire instrument was prepared and presented to thirty-five knowledgeable persons in different areas of the state. These persons were selected because of their education, experience, and awareness of vocational education philosophies and procedures in the state. In addition to these factors, the persons presented with the questionnaire were also in crucial positions enabling them to ascertain if any influence existed between Manpower and other vocational education programs.

The group of persons interviewed was heterogeneous. Some were Manpower administrators, others were instructors, and still others were state officials in Jackson or were junior college presidents or vocational education administrators at those colleges. All persons interviewed had worked in vocational education for a period of years and were able to give answers based upon their experience and awareness of current conditions in the field. To offset

the influence of having a geographical bias in the sample, an attempt was made to select persons to be interviewed from all areas of the state.

Data was obtained by the use of the interview technique in which the ten page questionnaire was administered to the thirty-five persons selected to participate in the study. Each interview lasted approximately one hour, and it was felt that all persons interviewed cooperated satisfactorily in supplying the needed information.

Considered overall, Manpower was thought to have a moderate degree of influence upon other vocational education programs during the years from 1970 to 1973. Manpower was also thought to have a moderate degree of influence upon obtaining favorable community attitudes toward vocational education and upon obtaining business and industry's favorable attitude and cooperation toward vocational education. These influences upon other programs were thought to be primarily positive by the vast majority of persons interviewed. In other words, Manpower was thought to have been a moderately positive influence upon the operations of other vocational education programs in Mississippi.

Manpower influences were primarily in the following areas:

1. Outgrowing vocational education programs
2. Manpower curricula and industrial training methods

3. Equipment and facilities

4. Services to disadvantaged persons and the open entry - open exit policy

5. Manpower administrators, teachers, and students

6. The "start-up" policy

7. The MDTA stipend

Manpower is thought to be gaining strength in the state in being able to fulfill its goals. However, the degree of Manpower influence upon other programs has not been as great in recent times as earlier. Of the four years studied, the year in which Manpower was believed to have had the most influence upon other programs was 1970.

A great many suggestions were made to strengthen the services Manpower offers its students around the state. The most often given way was to increase the legislative funding for various Manpower programs. Other ways given were to provide additional teacher training for Manpower teachers, to establish better communication methods between Manpower and local community, to have funding provided on a permanent basis, to provide a wider range of programs to a wider range of people, to create closer relations with local industry, to recruit more able students to serve as models for disadvantaged students, and to seek more security for Manpower employees. Other less mentioned ways were to use performance based objectives, increase use of individual referrals, and greater use of instructor aids.

Manpower was said to be very successful in meeting the needs of local industry. Most persons interviewed noted that this approach should be utilized by other vocational education programs. Manpower was said to have a clear perspective of local immediate needs and to have designed programs to fulfill those needs. Thus, students trained for specific purposes obtained jobs easily and performed well to the satisfaction of both the employing industry and the new employee.

PREFACE

The study herein is a research project that was sponsored by the Division of Vocational and Technical Education, Mississippi State Department of Education, and the University of Southern Mississippi.

The nature of the study lends itself to informality of style. However, validity and pertinence of data collection and treatment have been adhered to in a most formal manner. It is the intent of the researchers that this study prove to be worthwhile in fostering growth and renewed ideas in the educational structure of Mississippi.

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CHAPTER I

INTRODUCTION TO THE STUDY

Educational and political leaders are concerned as to the extent and nature of any impact that has been made by institutional MDTA programs on the entire spectrum of vocational and technical education. Due to this basic concern, this study purposes to make such determinations as they relate to both curricular and operational aspects of the programs.

Purpose of the Study

Institutional Manpower Development and Training has enjoyed a reputation of success in Mississippi. It has been suggested that Institutional Manpower Programs have been complimentary rather than suppletory to other vocational programs. It is this reciprocal relationship that has to a large extent established the need to identify those specific factors influencing program success. This study was an attempt to reveal those areas where there has been a duplication of effort.

This study attempted to determine specifically the impact of Institutional Manpower Development and Training on vocational education in Mississippi from 1970-73 and if there

are influences and implications that can be useful for vocational education change and improvement. A second purpose of this study was to identify and analyze innovative and different practices introduced and tried by Manpower Development and Training that have proven to be of high educational value to regular vocational programs and to identify those practices proven ineffective, impractical, and/or too costly. Another purpose of the study was to determine the percentage of the regular vocational-technical personnel that have had experience in an Institutional Manpower Development and Training program, to ascertain the affect of the experience on their work in regular vocational education, and to correlate the findings with other vocational education studies to promote program improvement.

Procedure and Explanation of Instrument

This study was accomplished through preliminary contacts, primary data collecting contacts, and the processing of such data. A geographic distribution of the data collecting points were developed in view of the concentrations of institutional MDTA programs that have been conducted and are being conducted in the State of Mississippi. The State Department of Education records served as the source of information for this selection.

Preliminary contacts were made with individuals who had made contact with both the MDTA programs and other vocational and technical programs. Interviews with such individuals

were conducted in order to define the specific information that would contribute to questions and answers pertinent to the focal point of the study. After these contacts were made, an interview instrument and data collection forms were utilized to gather primary data, as shown in Appendix A. This instrument was prepared and presented to thirty-five knowledgeable persons in different areas of the state, as shown in Appendix B. These persons were selected because of their education, experience, and awareness of vocational education philosophies and procedures in the State of Mississippi. In addition to these factors, the persons presented with the questionnaire were in crucial positions to ascertain if any influence existed between Manpower and other vocational education programs. The group of persons interviewed was heterogeneous. Persons involved were Manpower administrators, instructors, state officials in Jackson, junior college presidents, and vocational education administrators. All persons interviewed had worked in vocational education for a period of years and were able to give answers based on their experience and awareness of current conditions in the field. To offset the influence of geographical bias, persons interviewed were selected from all areas of the state.

The instrument questionnaire was designed to be applicable to the heterogeneous group of persons. Since the backgrounds of many of the persons interviewed were very different, the

instrument was designed to be flexible. In most cases, the great majority of persons interviewed responded to questions. However, in some cases the person interviewed was not in a position to give an answer; or because this person had given a certain answer to an earlier question, he was not required to give an answer to a later one. Consequently, these persons not answering a given question were labeled "NA" for that question, and a "NA" score is given for each question in the tabulation of data. From preliminary interviews with Manpower program administrators, the following areas were ascertained as areas in which the greatest Manpower influence would occur if any existed. These areas were outgrowing vocational education programs, the effect of Manpower curricula, the effect of industrial life style methods, the effect of obtaining equipment and facilities, services to disadvantaged persons, the open entry - open exit policy, the effect of administrators and teachers who left Manpower programs, students who went on to other vocational education programs, the effect of "start-up" policies, the effect of the MDTA stipend, the effect of students passing the GED test at Manpower centers, and information on the year in which Manpower was the most influential upon other vocational education programs.

The following chapters concern the influence of Manpower programs upon other vocational education programs in these above mentioned areas. It is believed by the research team

that the information obtained through the questionnaire and interview methods was reliable and useful. In interpreting responses to the questionnaire, a conservative policy has been utilized so that tabulated data would have greatest validity.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The data were analyzed within ten categorical segments: outgrowing vocational education programs, the effect of Manpower curricula and industrial training methods, obtaining necessary equipment and facilities, services to disadvantaged persons and the open entry - open exit policy, information on administrators, teachers, and students who went on to other vocational education programs or business positions, information of the "start-up" policy, the effect of the MDTA stipend and the effect of obtaining the GED, years of most and least influence upon other programs, overall ratings of influence and the state of Manpower training, and successful techniques used with industry. The data segmentation in this manner enhanced total interpretation.

I. OUTGROWING VOCATIONAL EDUCATION PROGRAMS

A majority of the persons interviewed believed that some vocational education programs have been outgrowths of former Manpower programs, but that his occurance has been infrequent. However, a considerable majority of persons believed that Manpower helped the development of other vocational

education programs by improving community and business attitudes toward vocational education in general.

Also, it was believed that if two vocational education programs are operating in the same community, a Manpower program aids the on-growing performance of another existing vocational education program.

Some of the more frequent answers given by the persons interviewed are as follows. The most often given way a Manpower program affects another vocational education program was Manpower influence upon improving community relations for vocational education. By creating a favorable attitude in the public for vocational education, other vocational education programs were considered to benefit from public support. Also, many persons thought that because Manpower trains a very different population group than do other vocational education programs, Manpower relieves them of the burden of training disadvantaged students. It was felt if this were not the case the responsibility of educating these disadvantaged students would fall to other vocational education programs. Another significant influence upon other programs was thought to be the open entry - open exit admission/termination policy of Manpower programs. Many advantages were given for this policy and it was thought that due to the success of the policy, other vocational education programs are beginning to utilize this same concept. The open entry - open exit policy was thought to recruit more students into a program and to make the placement of students

in local industry much easier. Another major Manpower influence was thought to be teaching methods Manpower utilizes in training students for industry. Manpower's use of individualized instruction, social skills training, employability skills, and the use of a simulated industrial setting, all served to influence other programs. Because of these factors many persons felt that Manpower had improved industry's attitudes toward vocational education. It was implied that industry was satisfied with the type of employee trained by Manpower programs and because of the reduction in training time requirements for industry. Lastly, it was felt that the flexibility of Manpower programs influenced other vocational education programs to become more flexible in meeting the needs of students and in designing curriculum.

Other infrequently given influences were as follows. It was felt that the stipend Manpower students receive had an indirect influence upon other programs in that the stipend served to take students away from other programs. However, to counteract this influence an equal number of persons indicated that Manpower influences other programs by providing students who have finished their programs. It was felt that Manpower's adult education program influenced other programs, as well as Manpower administration and teacher training methods. Other influences were Manpower's remedial studies program, Manpower's personal involvment with students enrolled in the program, and Manpower's relationship with the Employment Security Commission which was thought to have increased the public image of the ESC.

II. THE EFFECT OF MANPOWER CURRICULA AND INDUSTRIAL TRAINING METHODS

It was felt by the majority of persons interviewed that Manpower program curriculum had affected the curricula used by other vocational education programs. This influence was seen to be slightly less than moderate. In the area of social skills training, Manpower was thought to have had slightly more influence upon other programs. Social skills training was thought to have originated with Manpower and to have been a very beneficial factor in placing students. A very important influence was seen to be the influence of Manpower prepared lesson plans and procedures for teaching basic vocational skills. Many persons interviewed stated that their vocational skills training manuals and similar materials were in large measure based upon Manpower manuals with which they had become acquainted through prior experience.

In terms of using a simulated industrial setting to teach basic industrial skills, the majority of persons interviewed did not think that Manpower's use of the eight-hour work day had much influence on other programs; and those that did thought it had only a little degree of influence. Considerably more influence was seen in Manpower's utilization of industrial shop rules. In addition, those that saw more influence in these areas also thought that the influence was of nearly a moderate degree upon other

vocational education programs. Higher ratings still were given to Manpower's use of individualized instruction and Manpower's policy of stimulating interest in basic subjects such as math, English, and communication skills by adapting them to the individual student's area of interest.

III. OBTAINING NECESSARY EQUIPMENT AND FACILITIES

Nearly all persons interviewed felt qualified to give their opinions on the degree to which Manpower had assisted other vocational education programs in terms of obtaining necessary facilities and equipment. In many cases Manpower was thought to have aided other vocational education programs to obtain facilities in an indirect manner. In some cases Manpower was thought to have begun programs and then left facilities and equipment to other vocational education programs once the MDTA program was ended. Although in many cases persons interviewed thought Manpower had a little to moderate influence upon other programs in terms of obtaining necessary facilities, a greater degree of influence was believed to have occurred in Manpower aiding other vocational education programs in obtaining equipment and materials. The degree of influence in this latter area was slightly over moderate. In addition, a little to moderate degree of influence was seen in the selection of certain kinds and brands of equipment by other vocational education programs. This influence occurred primarily in two ways.

First, some vocational education instructors or administrators would contact Manpower centers and inquire what brands or kinds of equipment were best suited for training students. Also, in areas in which there existed a close relationship between the Manpower training center and another vocational education program in the community, interaction between personnel served to facilitate the selection of better quality equipment. A more indirect type of influence in the selection of equipment occurred when instructors or administrators who were formerly employed by Manpower obtained positions in other vocational education programs and made purchases of equipment based on their prior knowledge of equipment through Manpower experience. In many cases in the early 1970's when Manpower was generally thought to have more funds available for purchasing equipment, Manpower was thought to have purchased quality equipment and to have experimented with other brands of equipment to determine their quality. Some vocational education administrators believed that Manpower equipment was inferior to their own equipment. However, the majority of persons interviewed believed that Manpower purchased good equipment to serve their needs and that persons working in Manpower received valuable training in being able to determine appropriate kinds of equipment.

The majority of persons interviewed did not think that there were any management methods or practices by Manpower personnel which had influenced the management methods and practices of other vocational education programs. However, fourteen of the thirty-five persons interviewed thought there was some influence from Manpower in this area and gave a variety of influences affecting other programs. The most frequently mentioned management influence was the management of funds for purchasing equipment. Other vocational education personnel were thought to have learned methods of purchasing equipment through earlier employment with Manpower. Also, it was thought that inventory and accounting procedures had been learned from Manpower. Two other major influences in this area were Manpower's curriculum design and unspecified administrative techniques used by Manpower programs.

Lesser management influences were seen in Manpower's use of personnel, teacher training administration policies, student placement administration, administrative flexibility in responding to needs, creation of a shop atmosphere, and by creating programs and leaving them to other programs when they are phased out.

IV. SERVICES TO DISADVANTAGED PERSONS AND THE OPEN ENTRY - OPEN EXIT POLICY

Manpower services to disadvantaged persons were thought by most persons interviewed to have affected other vocational

education programs' services to this group of persons. Persons believing influence to exist in this area thought that Manpower's use of remedial education procedures had been effective in training disadvantaged students in learning basic education subjects. It was also believed the success of Manpower in rehabilitating these people so that they could become employed on a full time basis convinced other programs and made them more aware of what could be done for the disadvantaged. Also, in some cases, though to a minimal degree, Manpower students progressed through Manpower programs and entered other vocational education programs such as those found in the state's junior college system. Similar to this influence, many Manpower instructors who had become familiar with relating with the disadvantaged student, influenced other vocational education programs when they became employed with those programs.

Because of Manpower's success in helping the disadvantaged, it was believed that other vocational education programs received funding to help the disadvantaged. This was accomplished primarily by obtaining community and legislative support.

An overwhelming majority of persons interviewed believed that Manpower's open entry - open exit policy had a beneficial effect insofar as recruiting students for

Manpower programs. Thirty-two of the thirty-five persons believed this to be so. The given primary attributes of this policy are that it allows a student to enter when he is ready and to leave the program when he is ready. Rather than wait a period of weeks or months, students can enter training programs almost immediately. Also, students can leave programs and begin employment when they have obtained the necessary skill level. Training may be lengthened or shortened by the use of this policy. Five persons mentioned that it is much easier to place students on jobs when using this admission/termination policy. This is so because it was said to be easier to place one individual at a time in a job rather than placing a whole group of graduating students. One person mentioned that this admission/termination policy quickly screens for appropriate students for the program. Because a student is allowed to enter when he is ready, he can immediately come to the Manpower center and begin receiving instruction. Thus, he is able to determine if he will find his chosen area of interest satisfactory and if he has the necessary skills and attributes to learn a specific trade. This avoids a waiting time of weeks or months often necessary with traditional admission/termination policies.

Although an overwhelming majority of persons thought that the policy was beneficial insofar as recruiting

students, a lower percentage thought that this policy had affected the admission/termination policies of other vocational education programs. Also, those believing that the policy had affected other programs believed that it had to a much less degree. This policy was believed to have influenced other programs due to its success in maintaining an efficiently operating Manpower program by recruiting a large number of motivated sutdents. It was also said to have caused additional strain upon teachers who were required to tailor their instruction to suit the individual needs of each student. Unlike the traditional classroom approach in which everyone is at the same level and one set of lesson plans can be prepared, with the open entry - open exit policy individual lesson plans need to be prepared to teach students at their individual levels. Also, one person thought that the use of this policy had an influence upon the selection of students. Disadvantaged or handicapped students were said to be more likely to initiate a program in which they could begin immediately. Therefore, the use of this policy was said to somewhat influence the population group of students trained.

V. INFORMATION ON ADMINISTRATORS, TEACHERS, AND STUDENTS WHO WENT ON TO OTHER VOCATIONAL EDUCATION PROGRAMS OR BUSINESS POSITIONS

Due to a variety of factors, many Manpower program administrators left their positions for positions in

business or other vocational education programs. Sixteen persons were said to have left their positions for new positions in business and twenty-five were said to have left for new positions in other vocational education programs. Thus, a slight majority of persons serving as MDTA administrators left for other vocational education programs. The most often given reason for leaving their positions was the lack of security built into the Manpower programs because of funding procedures. Because Manpower programs are not funded on a permanent basis but must depend upon yearly legislative appropriations, many persons in management positions were said to feel insecure about their jobs and search for more secure positions in other settings. A second reason these persons left was due to termination of programs. In other instances, these persons were offered a better job or they returned to school for graduate training. Many different benefits reportedly accrued to these persons by working for Manpower and obtaining overall experience and background. They obtained experience in working with disadvantaged students and were introduced to vocational education concepts and philosophies. In addition, they were exposed to industrial leaders, needs of local industry, and developed accounting-inventory experience in purchasing equipment and maintaining programs financially. Other skills obtained were thought to be in terms of

developing supervisory experience and learning adaptability to change. Also, some persons interviewed thought that initial experience with Manpower gave these persons an opportunity to prove their capabilities as successful employees and to improve their practical skills in their supervisory areas.

During the years 1970-73, seventy-four Manpower instructors were said to have left their programs for positions in business and industry and eighty-five instructors were said to have left for positions in other vocational education programs. The most frequently given reason was that the instructors left because their programs were terminated due to a lack of funding. Closely related with this factor was that instructors were said to have sought more secure positions. Also, another major factor was higher salaries in other business or vocational education positions. Aside from these above major factors, instructors transferred reportedly for a variety of miscellaneous reasons such as transferring due to a spouse's job transfer, being fired, promoted, seeking additional schooling, being not suited to teaching, due to sickness, or seeking better working conditions.

Of the twenty-five persons feeling that this question applied to them, all twenty-five thought that Manpower experience had aided these instructors in obtaining their

new positions. The benefits given for having had Manpower experience were as follows. Many instructors had no prior teacher training so Manpower experience gave them their first experience in developing teaching skills both through inservice training and on-the-job experience. Also, Manpower experience gave these instructors a chance to improve their own craftsmanship in their specialized area and to develop human relation skills and experience when working with disadvantaged students. Instructors also developed experience in relating with industry and local community needs. Instructors were given the opportunity to prove their capabilities by proving themselves to be good and reliable teachers. Miscellaneous factors were said to be making important job contacts, gaining experience in planning programs, learning leadership skills, learning accounting and inventory skills, learning utilization of other staff personnel, and becoming aware of individual differences.

Very few students were thought to go into other vocational education programs after leaving Manpower programs. Only 6.35 per cent of students were thought to enter other programs after leaving Manpower. The small number of students going on to other programs went primarily to junior colleges, senior colleges, and technical institutions. However, many students did become employed later with Manpower programs. Of the nineteen persons responding to this

question, each program averaged two persons who after graduating from Manpower programs returned to become instructors or aides.

It seems that Manpower had a significant influence upon other programs in terms of supplying trained personnel for other vocational education programs. Due to yearly funding policies and overall lack of security, Manpower has exported many trained personnel to other programs with a knowledge of basic educational concepts and ways to help the disadvantaged. Administrators reportedly obtained valuable administrative experience and instructors learned teaching skills and how to relate with disadvantaged students.

VI. INFORMATION ON THE "START-UP" POLICY

Twenty-eight of the thirty-two persons replying to this question believed that Manpower's "start-up" policy had influenced the setting up of new businesses and industries. The "start-up" policy helped recruit new industry by providing trained, dependable employees at little cost to industry in terms of money or time. The "start-up" policy was seen to have had more than a moderate influence upon the recruiting of new industry, and was said to have convinced industry that Manpower was willing to cooperate with them in training and retraining employees. The policy was said to have been very beneficial in helping students obtain jobs which they otherwise would not have obtained. Although

the response to this question related to the geographical area and type of personnel interviewed, there seemed to be a general concensus that the "start-up" policy had a very positive effect upon recruiting industry to a local area, and later upon maintaining good relations so that retraining programs could be constructed. Overall, the effect of this policy upon industry was reported to have been very favorable.

VII. THE EFFECT OF THE MDTA STIPEND AND THE EFFECT OF OBTAINING THE GED

A great majority of the persons interviewed thought that the MDTA stipend had a considerable influence upon the recruitment of students. The stipend was said to have encouraged many students to seek training which otherwise would not have been available. Many students also were said to have received the GI bill, and together with the Manpower stipend, were able to continue their training without suffering financial strain. The stipend was apparently much needed by the students since a great majority of persons believed that without financial assistance the students would not be able to obtain training through Manpower. A somewhat negative influence was said to occur in that the stipend caused some students to choose Manpower programs over other vocational education programs which did not offer financial assistance. This influence was seen to

occur in a moderate degree by the majority of persons interviewed. Although the stipend reportedly allowed students to obtain training which they otherwise would not have received, it nevertheless was said to have had very little influence upon enlarging the total number of students which later went on to further training. Manpower training was thought to be of a terminal type for students who wanted immediate vocational employment.

Many Manpower programs teach remedial skills training and offer the GED exam as an academic goal. Of the eleven persons replying to this question, the mean number of students passing the GED between 1970-73 from each program was approximately thirty-nine students. However, this figure varied greatly according to the geographical area. In some programs no students passed the GED, in others, a large number. For the students who went on to other vocational education programs after leaving Manpower, the attainment of high school equivalency was thought to have had a moderate to great influence upon admittance to other programs and a somewhat lesser influence upon admittance to the U. S. armed services.

VIII. YEARS OF MOST AND LEAST INFLUENCE UPON OTHER PROGRAMS

In consideration of the question of which year Manpower had the most influence upon other programs, many persons believed that they saw no difference in the degree of

influence from year to year. However, of the eighteen persons who were able to point to specific years of greatest or least influence, 1970 received the most votes as being the year of greatest influence and 1973 received the most votes of being the year of least Manpower influence. The primary factor responsible for determining the greatest amount of Manpower influence was the degree of legislative support for Manpower programs during that year. With legislative financial support, Manpower was said to operate more programs and consequently influence other programs to a greater extent. Overall, Manpower was seen to have broken new ground in vocational education in the late 1960's and early 1970's. Manpower reportedly experimented with new programs and tried new techniques in training students. Its influence was great because it was the first concentrated effort to educate students in vocational skills in the state. As Manpower matured, other programs also developed and became more independent. Although both Manpower and other programs developed and were better able to serve students, the degree of influence by Manpower upon other programs became less. Also, as programs expanded and matured, they received a greater share of legislative funding for vocational education.

More specific kinds of influence upon other programs which made a particular year more influential were as

follows. The success of the open entry - open exit policy was said to have influenced other programs during a particular year as well as the impact made by individual referrals from Manpower to other programs. Also, teaching techniques, curriculum used, and Manpower equipment and facilities were given as reasons for greatest Manpower influence during a particular year.

IX. OVERALL RATINGS OF INFLUENCE AND THE STATE OF MANPOWER TRAINING

Considered overall, Manpower was thought to have had a moderate degree of influence upon other vocational education programs. Manpower was also thought to have a moderate degree of influence upon obtaining favorable community attitudes toward vocational education and upon obtaining business and industry's favorable attitude toward vocational education. These influences upon other programs were thought to be primarily positive by thirty-one of thirty-three persons responding to this question. In summation, Manpower was thought to have had a moderately positive influence upon the operations of other vocational education programs in Mississippi.

Although Manpower was believed to have had less influence in more recent years than earlier, Manpower is thought to be gaining strength in being able to fulfill its goals in Mississippi by the majority of persons interviewed.

Persons who believe that Manpower is gaining strength in Mississippi believe so primarily because of recent state legislative support. They also believe Manpower is gaining strength because of good public relations for vocational education and a host of miscellaneous reasons such as improving good relations with industry and the success of various Manpower programs. Persons who think Manpower is currently losing strength in the state believe so primarily because of lack of legislative support and miscellaneous reasons such as inadequately trained professional personnel and lack of federal legislative support.

A great many suggestions were made to strengthen the services Manpower offers its students in the state. The most often given way to strengthen Manpower services was to increase the legislative funding for various programs. Manpower teachers were also said to be in great need of additional teacher training to learn teaching skills. Better communication methods were said to be needed between Manpower and the local community. Also, it was claimed that funding on a permanent basis to facilitate planning would greatly strengthen the quality of training Manpower offers, and provision of a wider range of programs to a wider range of people was claimed to be helpful in improving the scope of Manpower services. It was suggested that Manpower create closer relations with local industry,

recruit more able students to serve as models for disadvantaged students, and to seek more security for employees. Aside from these major suggestions a host of minor suggestions were made such as utilization of performance based objectives, increased use of individual referrals, and greater use of instructor aids.

X. SUCCESSFUL TECHNIQUES USED WITH INDUSTRY

A significant number of persons interviewed thought Manpower was very successful in meeting the immediate specific needs of local industry. Manpower was considered to have a clear perspective of local immediate needs and to have designed programs to fulfill these needs. Thus, students trained for specific purposes reportedly found jobs easily and performed well. Related to this, a second area in which Manpower excels was thought to be in the area of teaching employability skills which involve learning human relation skills, work policies and mannerisms, and personal appearance. Another policy which Manpower uses which was suggested is the open entry - open exit policy which facilitates the placement of students in industry. This policy was said to allow students to obtain positions when they are ready for employment and to facilitate placement. Some miscellaneous strong points of Manpower were thought to be Manpower's use of remedial skills in training students, use of on-the-job training, lesson planning

guides to teach skills needed in industry, and utilization of equipment and supplies to teach industrial skills. Manpower was also thought to be more successful in individualizing instruction and in using industrial consultants to supervise programs.

CHAPTER III

SUMMARY AND CONCLUSIONS

The statements in this section of the study are drawn from composite responses as shown in Appendix A with explanations of responses given in Appendix C. The following general conclusions were made as a result of the study:

Conclusions

1. The opportunity for training has been made available to many individuals through MDTA programs. A segment of individuals were able to take advantage of such programs because of financial assistance made available and because of the broad eligibility that the programs provided.
2. A number of individuals who find their way into organized training through MDTA programs are later able to advance themselves through vocational and technical programs. Some expanded their concerns into broader forms of education.
3. The MDTA programs have introduced many men into the field of teaching. This has created a larger supply of trade area teachers, and other vocational

programs have been able to employ experienced teachers from this group.

4. The MDTA programs have assisted students in basic adaptation to industrial life style by conducting the training program in a simulated industrial setting and manner. The eight-hour work day, industrial shop rules, etc., have made an instructional contribution.
5. Teaching techniques utilized in presenting related skills (mathematics, communications, etc.) have provided a useful model for other vocational programs. This is particularly true in the techniques of relating all forms of needed content to each student's field of interest.
6. The high ratio of "live work" projects seems to demonstrate a means of making training more appealing to students who are sufficiently mature to receive motivation for learning from the real world of production.
7. MDTA programs have been recognized as a means of meeting real, though not necessarily permanent, training needs without the necessity of creating more extensive permanent programs that are more difficult to relocate or recognize as needs change. They have served as a pilot for programs to meet such needs.

8. The open entry - open exit concept that is now being used in a number of programs and considered for many others seems to have had its first large scale use in the Mississippi MDTA projects.
9. Many concepts developed to facilitate instruction in MDTA programs have been adapted to the now popular "start-up" training programs.
10. The basic design of the laboratory and equipment areas that were implemented in the MDTA programs have been carried over into other training programs to some extent.
11. The MDTA met many of the basic needs that related to the disadvantaged population in the State of Mississippi.
12. The greatest influence of the Manpower programs upon other programs seemed concentrated around the years 1970-71.
13. In order for Manpower to strengthen its services offered to students, there must be an increase in legislative funding, provision made for additional teacher training, better communication methods between the MDTA programs and the local communities, and creation of closer relations with local industry.
14. The degree of Manpower influence upon other programs has not been as great in recent times as earlier.

APPENDIX A
MDTA INSTITUTIONAL PROGRAM INTERVIEW SCHEDULE

MDTA INSTITUTIONAL PROGRAM INTERVIEW SCHEDULE

35 Instruments — Scoring results

1A. Do you think some vocational education programs have been outgrowths of MDTA programs? Yes 25 No 10 N=35

B. To what extent have existing MDTA programs influenced or aided the development of other vocational education programs?

Mean 2.628

1. None 2. Little 3. Moderate 4. Much 5. Great N=35

C. Do you believe that the development of outgrowing vocational education programs was aided by community or business experience with existing Manpower programs? Yes 27 No 8 N=35

D. To what degree do you feel that having a MDTA program in a community aids the on-going performance of another existing vocational education program?

Mean 2.714

1. None 2. Little 3. Moderate 4. Much 5. Great N=35

E. Please list the ways in which an existing MDTA program positively affects an existing vocational education program within the same community. After listing ways, please assign numbers to the right of each item indicating degree of importance.

1. (See explanatory response 1E)

2. _____

3. _____

4. _____

5. _____

6. _____

2A. To what degree do you feel that MDTA program curricular has affected the curricular used by other vocational education programs?

Mean

1._____ 2. 2.656 3._____ 4._____ 5._____ N=32

None Little Moderate Much Great

B. To what degree do you think Manpower's social skills training methods have been copied or utilized by other vocational education programs?

Mean

1._____ 2. 2.893 3._____ 4._____ 5._____ N=32

None Little Moderate Much Great

Please respond to the following by scoring the degree of influence you think MDTA's use of industrial life style methods has affected the training methods of other vocational education methods, providing, of course, that you believe some influence to exist.

Does Influence Exist? To What Degree?

3A. The eight hour work day Mean

Yes 12 No 20 1._____ 2. 2.0 3._____ 4._____ 5._____

N=32 Little Moderate Great

B. Industrial Shop Rules Mean

Yes 20 No 13 1._____ 2. 2.25 3._____ 4._____ 5._____

N=33 Little Moderate Great

C. Simulated industrial work setting Mean

Yes 22 No 11 1._____ 2. 2.681 3._____ 4._____ 5._____

N=33 Little Moderate Great

D. The use of the student's interest in vocational skills to arouse interest in basic subjects such as math, English, communication skills Mean

Yes 20 No 11 1._____ 2. 2.9 3._____ 4._____ 5._____

N=31 Little Moderate Great

E. The use of individualized instruction which allows each student to continue at his own rate Mean

Yes 21 No 11 1._____ 2. 2.852 3._____ 4._____ 5._____

N=32 Little Moderate Great

4A. To what degree do you believe that Manpower programs have aided other vocational education programs in terms of obtaining necessary facilities?

Mean

1._____ 2. 2.558 3._____ 4._____ 5._____ N=34

None Little Moderate Much Great

B. To what degree do you believe Manpower programs have aided other vocational education programs to obtain more equipment and materials?

Mean

1._____ 2._____ 3. 3.147 4._____ 5._____ N=34

None Little Moderate Much Great

C. To what degree has Manpower's selection of certain kinds and brands of equipment influenced other vocational education program's selection of similar equipment?

Mean

1._____ 2. 2.441 3._____ 4._____ 5._____ N=34

None Little Moderate Much Great

5A. Have there been any management methods or practices by Manpower personnel which have influenced the management methods or practices of other vocational education programs?

Yes 14 No 20 N=34

B. If yes, please explain what these methods or practices were.

(See explanatory response 5B)

C. To what degree have these methods and practices influenced other programs?

Mean

1._____ 2. 2.5 3._____ 4._____ 5._____ N=14

Little Moderate Great

6A. Has MDTA's services to disadvantaged persons affected other vocational education services to this group of persons?

Yes 23 No 10 N=33

B. Please explain this influence if you believe it exists.

(See explanatory response 6B)

C. To what degree?

Mean

1._____ 2._____ 3. 3.304 4._____ 5._____ N=23

Little Moderate Great

7A. Do you think that MDTA's "open entry-open exit" policy has had a beneficial effect insofar as recruiting students for Manpower programs?

Yes 32 No 2 N=34

B. If "yes," please explain or describe how this policy has influenced students.

(See explanatory response 7B)

C. To what degree?

Mean

1._____ 2._____ 3. 3.968 4._____ 5._____ N=32

Little Moderate Great

D. Do you think Manpower's use of this policy has affected the admission-termination policies of other vocational educational programs?

Yes 24 No 8 N=32

E. If "yes," please describe the ways in which it has affected them.

(See explanatory response 7E)

F. To what degree?

Mean

1._____ 2. 2.75 3._____ 4._____ 5._____ N=24

Little Moderate Great

8A. Please give the number of MDTA administrators who left your MDTA program to assume positions in "business or industry" during the 1970-74 period. *No. left = 16* N=18

B. How many administrators working in "vocational education programs" other than MDTA programs in Mississippi received experience by working previously in your Manpower program? *No. left = 25* N=20

C. What is your guess or speculation as to why these administrators left MDTA programs for other positions? (Primary reason)

(See explanatory response 8C)

D. Do you feel MDTA experience aided these administrators in obtaining their positions in any way?
Yes *16* No *2* N=18

E. If "yes," please list the ways in which you think MDTA experience helped these persons in order of importance. After listing ways, please assign numbers to the right of each item to indicate importance.

1. (See explanatory response 8E)
2. _____
3. _____
4. _____
5. _____
6. _____

9A. Please estimate the number of teachers or instructors who left your MDTA program between the years 1970-73 for positions in "business or industry." *74* N=18

B. How many Manpower teachers or instructors who are currently working in "vocational education programs" other than MDTA gained experience through prior MDTA employment in your program? *85* N=19

C. What is your guess or speculation as to why these teachers or instructors left Manpower for these positions?

(See explanatory response 9C)

D. Do you feel Manpower experience aided these teachers or instructors in obtaining their positions in any way?
Yes 25 No 0 N=25

E. If "yes," please list the ways in which you think MDTA experience helped these persons in order of importance. Please assign numbers to the right of each item to indicate importance.

1. (See explanatory response 9E)
2. _____
3. _____
4. _____
5. _____
6. _____

10A. What percent of students graduating from your MDTA program between the years 1970-73 went on to other voational education programs? 6.35% N=14

B. Please list the various vocational education programs which attracted these students in order of importance. Please assign numbers to the right of each item to indicate importance.

1. (See explanatory response 10B)
2. _____
3. _____
4. _____
5. _____
6. _____

C. To what degree do you think Manpower training helped these students in furthering their education?

Mean

1._____ 2._____ 3. 3.615 4._____ 5._____ N=13

None Little Moderate Much Great

D. How many Manpower students have progressed from your program to become instructors or teachers in vocational education programs? N=19, Mean = 2.263, Total = 43

11A. Do you think Manpower's "Start-up" or new industry program has influenced the setting up of new businesses or industries?

Yes 28 No 4 N=32

B. Please describe this influence.

(See explanatory response 11B)

C. To what degree do you think the "Start-up" program has helped or aided new businesses or industries?

Mean

1._____ 2._____ 3. 3.363 4._____ 5._____ N=33

Little Moderate Great

D. To what degree do you think the "Start-up" program has helped people find jobs or positions with new businesses or industries?

Mean

1._____ 2._____ 3. 3.696 4._____ 5._____ N=33

Little Moderate Great

As you know, Manpower students receive a stipend which is usually not available to participants of other vocational education programs. Please list the effects of this stipend upon students. Respond to the degree you believe the stipend affects the following items:

12A. Upon recruiting students

Mean

1._____ 2._____ 3._____ 4. 4.411 5._____ N=34

Little Moderate Great

B. Upon lowering the dropout rate

Mean

1._____ 2._____ 3. 3.941 4._____ 5._____ N=34

Little Moderate Great

C. Upon enabling students to obtain skills and training which would otherwise not be available to them.

Mean

1._____ 2._____ 3._____ 4. 4.5 5._____ N=34

Little Moderate Great

*D. Upon causing students to choose Manpower programs for training over some nearby or comparable program.

Mean

1._____ 2._____ 3. 3.647 4._____ 5._____ N=34

Little Moderate Great

E. Upon enlarging the total number of students which later go on to academic training.

Mean

1. 1.764 2._____ 3._____ 4._____ 5._____ N=34

Little Moderate Great

13A. Recognizing that passing the G.E.D. is often a big asset to the student in furthering his education and obtaining a job, could you please give us the number of students who passed this test between 1970 and 1973 from your program. N=11, Mean = 38.727, Total = 426

B. To what extent does passing the G.E.D. help students gain admittance to other vocational education programs?

Mean

1._____ 2._____ 3. 3.714 4._____ 5._____ N=21

None Little Moderate Much Great

C. To what extent does passing the G.E.D. help students obtain jobs in businesses or industry?

Mean

1._____ 2._____ 3._____ 4. 4.08 5._____ N=25

None Little Moderate Much Great

D. To what extent do you think passing the G.E.D. has helped students gain admittance to the United States Armed Services?

Mean

1._____ 2._____ 3. 3.45 4._____ 5._____ N=20

None Little Moderate Much Great

*Scores were dichotomous; scores centered in each extreme.

14A. This research survey looks at the years 1970, 1971, 1972, and 1973 for the purpose of ascertaining the degree of influence Manpower programs had upon other vocational education programs. In which of these years do you think Manpower had the most influence upon other programs?
1970 = 9, 1971 = 2, 1972 = 3, 1973 = 4 N=18
(17 saw no influence or saw same degree of influence each year)

B. Please explain the reason for your answer.

(See explanatory response 14B)

C. In which of the four years do you think Manpower had the least influence? 1970 = 4, 1971 = 1, 1972 = 2, 1973 = 8
(20 saw no influence or same degree of influence) N=15

D. Please explain the reason for your answer.

(See explanatory response 14D)

Overall, how would you rate Manpower's influence in the following areas?

15A. MDTA influence upon other vocational education programs.

1.	2.	3.	4.	5.	
		Mean 3.4			N=35
None	Little	Moderate	Much	Great	

B. MDTA influence upon favorable community attitudes toward vocational education.

1.	2.	3.	4.	5.	
		Mean 3.441			N=34
None	Little	Moderate	Much	Great	

C. MDTA influence upon business and industry's attitude toward vocational education.

1.	2.	3.	4.	5.	
		Mean 3.657			N=35
None	Little	Moderate	Much	Great	

D. In your opinion, if you believe MDTA influences to exist, do you believe these influences to be negative or positive insofar as they affect the operations of other vocational education programs?
Negative 2 Positive 31 N=33

16A. At the present time, do you believe Manpower programs to be gaining strength or losing strength in being able to fulfill its goals in Mississippi?
Gaining 21 Losing 11 N=32

B. Please explain the reason for your answer.

(See explanatory response 16B)

17. What do you believe can be done to strengthen Manpower programs in coming years?

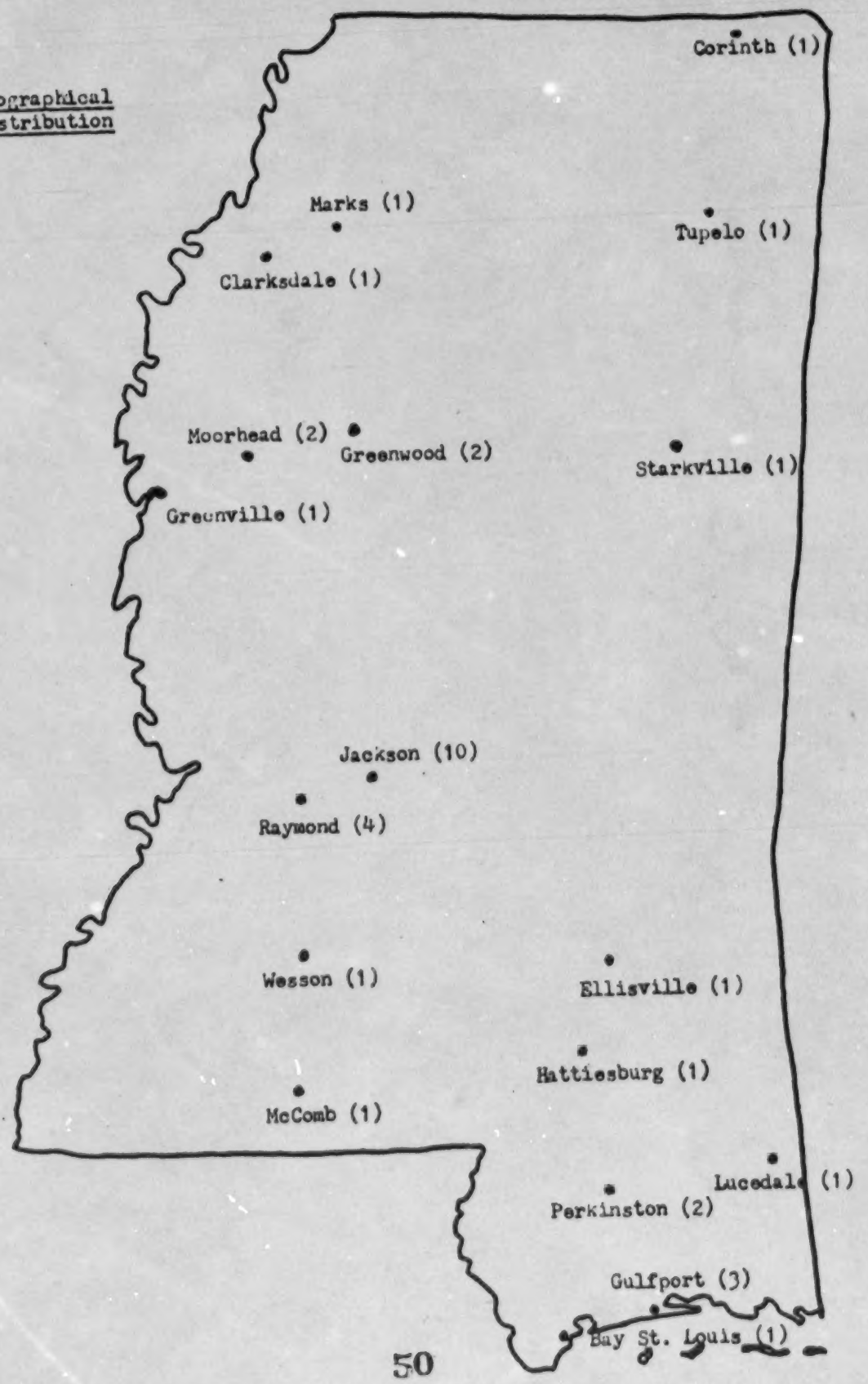
(See explanatory response 17)

18. What things are MDTA programs doing for industry which are successful enough so that they should be utilized by other vocational education programs?

(See explanatory response 18)

APPENDIX B
GEOGRAPHICAL DISTRIBUTION

Geographical Distribution



APPENDIX C
EXPLANATORY RESPONSES

EXPLANATORY RESPONSES

1 (E) NA=8

1. Improved community relations for vocational education in general--12
2. Takes burden of training disadvantaged students off other programs--7
3. Has influenced other programs by use of the "open-entry--open-exit" policy--7
4. Has created favorable business attitudes toward vocational education--5
5. Manpower teaching methods have influenced other programs--6
6. Flexibility of Manpower programs has influenced other programs--3
7. Manpower's use of individualized instruction--2
8. By supplying other programs with equipment or information on choice of brands of equipment--2
9. Success and failures of Manpower programs have helped to identify training needs of students--2
10. Manpower has helped administrators understand the operation of a vocational education program--2
11. Has influenced other programs by providing students from Manpower programs--2
12. Has influenced other programs by taking students away from them due to the stipend they receive in Manpoer programs--2
13. Influenced other progrmas to teach more adult classes--1
14. Manpower administration methods have influenced other programs--1
15. Manpower teacher training methods have influenced other programs--1
16. Manpower involvement with students has served as a motivating factor for other programs--1
17. Manpower has improved the Employment Security Commission's relationship with other vocational education programs--1
18. Manpower remedial studies programs have influenced other programs--1

5 (B) NA=21

1. Management of funds for purchasing equipment--7
2. Inventory and accounting procedures--5
3. Curriculum design--4
4. Administrative techniques (unspecified)--3
5. Use of personnel--1
6. Teacher training administration--1
7. Student placement administration--1
8. Administrative flexibility in responding to needs--1
9. Creation of a shop atmosphere--1
10. By creating programs and leaving them to other programs when they are phased out--1

6 (B) NA=13

1. Teaching basic education to disadvantaged students--4
2. Made other programs more aware of what could be done--4
3. Allowed students to progress and enter other programs--3
4. Showed that the disadvantaged can profit from vocational education--3
5. Made students more aware of what is available to them--2
6. Takes the burden off other programs--1
7. Helps other programs obtain funding to help the disadvantaged--1
8. Showed the success of teaching employability skills--1
9. Influence of former Manpower personnel due to their experience with disadvantaged students--1
10. Meeting individual needs of students--1

7 (B) NA=3

1. Allows student to enter when ready and leave when ready--26
2. Is easier to place students individually rather than as a group--5
3. The process quickly screens for appropriate students--1

7 (E) NA=15

1. Because of the success of the policy--18
2. Caused additional strain on teachers--1
3. In selecting students--1

8 (C) NA=17

1. Lack of security due to method of funding programs--9
2. Programs terminated--5
3. Offers of a better job--4
4. Returned to school--3

8 (E) NA=20

1. Overall experience and background (unspecified)--5
2. Experience in working with disadvantaged students--5
3. Introduction to vocational education concepts and philosophies--3
4. Exposure to industrial leaders--3
5. Accounting and inventory experience--3
6. Opportunity to improve practical skills--2
7. Opportunity to prove their capabilities--2
8. Supervisory experience--2
9. Learning to accept change and flexibility--1
10. Learning how to recruit students--1

9 (C) NA=10

1. Programs terminated due to lack of funding--15
2. Sought more security--13
3. Higher salaries--7
4. Moved due to spouse's job transfer--2
5. Fired--1
6. Promoted--1
7. Sought additional schooling--1
8. Not suited to teaching--1
9. Sickness--1
10. Better working conditions--1

9 (E) NA=9

1. Teaching skills--10
2. Overall experience (unspecified)--7
3. Improved craftsmanship--7
4. Human relations skills--6
5. Experience of working with disadvantaged students--6
6. Experience in relating with industry--4
7. Opportunity to prove capabilities--3
8. Becoming aware of individual differences--1
9. Making important job contacts--1
10. Experience in planning a program-1
11. Learning leadership skills--1
12. Learning accounting and inventory skills--1
13. Learning utilization of other staff personnel--1

10 (B) NA=15

1. Junior colleges--9
2. Senior colleges--4
3. Technical institutions--4

11 (B) NA=8

1. Has helped to recruit industry by providing trained, dependable employees at little or no cost to industry in terms of money or time--26
2. Has convinced industry Manpower will cooperate with them in training and retraining employees--1

14 (B) NA=17

1. Because of legislative funding during that year--6
2. Because of the greater number of MDTA programs operating during that year--5
3. Because of recruitment and placement of students during that year--3
4. Because of the relative newness of Manpwoer training in the public eye--2
5. Because of the large Manpower student enrollment during that year--2
6. Because of continual Manpower growth (unspecified)--2
7. Because MDTA programs fulfilled the needs of industry during that year--1
8. Because the quality of MDTA programs increased due to the small number of students enrolled--1
9. Due to the success of the "Open entry: open-exit" policy during that year--1
10. Because of the impact of individual referrals during that year--1
11. Because of teaching techniques Manpower utilized during that year--1
12. Because of the curriculum used during that year--1
13. Because of MDTA equipment and facilities available during that year--1

14 (D) NA=19

1. Because of less money from the state legislature--6
2. Because Manpower was just getting started in the state--3
3. Because fewer Manpower programs were operating--2
4. Because other programs reached maturity during that year--2
5. Because of small Manpower enrollment--1
6. Because of a lack of individual referrals to other programs--1
7. Because Manpower programs were too large to give quality services--1

16 (B) NA=3

GAINING

1. Because of recent state legislative support--16
2. Because of good public relations--3
3. Because quality of services are improving--1
4. Because of good relations with industry--1
5. Because Manpower positions are becoming more secure--1
6. Because of the success of "start-up" programs--1
7. Because integration problems have been overcome--1
8. Because of successful placement of students--1
9. Because of success in working with the disadvantaged--1

LOSING

1. Because of lack of state legislative support--6
2. Because of lack of federal legislative support--2
3. Because Manpower is losing programs and personnel--2
4. Because Manpower instructors lack professional training in teaching--1
5. Because Manpower programs have been inadequately developed--1

17 NA=1

1. Greater legislative funding--11
2. Additional training for teachers--5
3. Better communication between Manpower and the local community--5
4. Provision of funding on a permanent basis to facilitate planning--4
5. Provision of a wider range of programs to a wider range of people--3
6. Closer relations with local industry--3
7. Recruiting more able students to serve as models--3
8. More security for employees--3
9. Elimination of red tape--2
10. More flexible programs to meet immediate needs--2
11. Utilization of performance based objectives--1
12. Cut the duration of programs from 12 to 9 months and have a 3 month internship--1
13. Eliminate duplication of programs--1
14. Increase use of individual referrals--1
15. Discover a different way of selecting students--1
16. Employ a state curriculum planner to work with local planners to reorganize programs to facilitate teaching--1
17. Greater use of instructor aides--1
18. More modern facilities for a better public image--1
19. Give instructors some free time to plan lessons--1
20. Require students to pay back the amount of the stipend after leaving program--1

18 NA=15

1. Manpower better meets the immediate specific needs of local industry--11
2. Providing employees for industry with a knowledge of "employability" skills--6
3. Use of the "Open entry: open-exit" policy which facilitates placement in industry--5
4. Manpower's use of remedial skills training--2
5. Manpower's use of on-the-job training--1
6. Manpower's outstanding lesson planning guides to teach skills needed in industry--1
7. Manpower better utilizes equipment and supplies to teach industrial skills--1
8. Manpower's use of individualized instruction--1
9. Manpower's use of industrial consultant to supervise programs--1